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ABSTRACT

Funded under the Vocational Education Amendments of 1968, this project was conceived to provide occupational counseling on an individual basis in the prospective student's home. The project is planned as a 3-phase, 3-year project. The objectives of Phase I were to develop a unique, individualized approach to the recruitment of students, and to develop a communication package, consisting of a brochure and audio-visual aids for use in student recruitment. The area served by Compton College includes some 241,000 people of which approximately 50 percent are Caucasian, 40 percent Negro, and 9 percent Mexican-Americans. Unemployment in the area is twice the national average and the income by family considerably below the national average. The immediate problem was to communicate the availability of courses and convince individuals of the need for education. The approach was developed by a survey of literature, solicitation of opinions from government and industry leaders, and meetings with students and community representatives. A brochure and audio-visual aids were developed and recruiters were trained. Phase II will field test these materials, and Phase III will evaluate and draw conclusions. (GEB)

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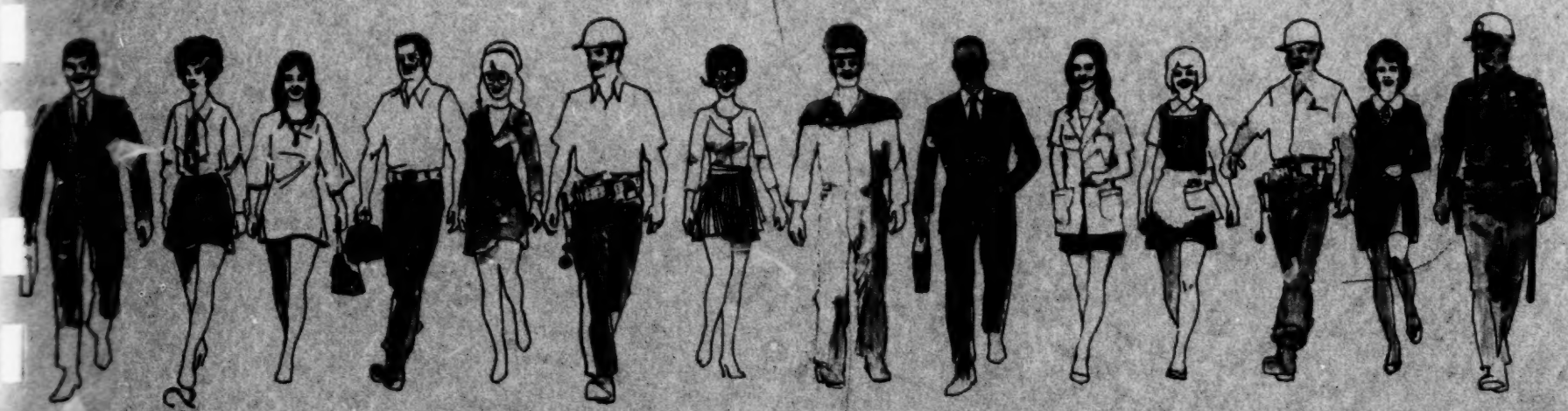
COMPTON COLLEGE

COMMUNICATION AND RECRUITMENT

VINCIT OMNIA VERITAS

# Communication and Recruitment Project

## Phase I Final Report



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# Communication and Recruitment Project

## Phase I Final Report

COMPTON COMMUNITY COLLEGE
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The problem of sound career planning in an increasingly complex society is a difficult one for both students and parents. Two vital aspects of occupational guidance are the number of possible occupational choices and the identification of the appropriate skill potential. Unfortunately, the process of assisting students in a career choice is far from simple. It requires the intelligent use of accurate occupational information by well-qualified professional counselors. In addition, continuous research is being conducted on the manner in which occupational choices are influenced by such little known factors as motivation, temperament, and attitudes.

The Communication and Recruitment Project was conceived to provide occupational counseling on an individualized basis in the privacy of the prospective student's home.

Phase I was funded under the Vocational Educational Amendment of 1968, Public Law 90-576, Part D, Exemplary. This phase of the project has allowed Compton College, in concert with students, the community, and industrial concerns, to develop a meaningful software package for use in Phase II of the project. The design of the materials developed during Phase I allows for modification, permitting their use by other communities which provide occupational education.

Roger D. Beam
Director, Occupational Education
Compton College

PROJECT DIRECTOR: Roger D. Beam
Director, Occupational Education
Compton College

PROJECT STAFF:

Supervisor: Arthur S. D'Braunstein

Consultants: Clair Weeks
Gaylord Larson
Jack Reinhardt
Hank Anaya
Win Cady

Secretary: Peggy Chaudri

COLLEGE ADMINISTRATION

Abel B. Sykes, Jr. . . . President-Superintendent
John Grande . . . . . Dean of Instruction

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# INTRODUCTION

Of the many problems facing today's educators and community leaders, two stand out as requiring immediate attention: (1) communicating the availability of educational opportunities to those who lack job skills and (2) convincing these individuals to enroll in classes that will provide the necessary education and training. Compton College has undertaken the Communication and Recruitment Project in the belief that project results will be of value in solving these problems.

The Communication and Recruitment Project is planned as a three-phase, three-year project (Figure 1). Phase I, recently concluded, had the following objectives:

1. To develop a unique, individualized approach to the recruitment of students, particularly the disadvantaged students of all ethnic groups.

2. To develop a communication package for use in student recruitment.

   a. Recruiting brochure

   b. Audio-visual aids

Phase II has the following objectives:

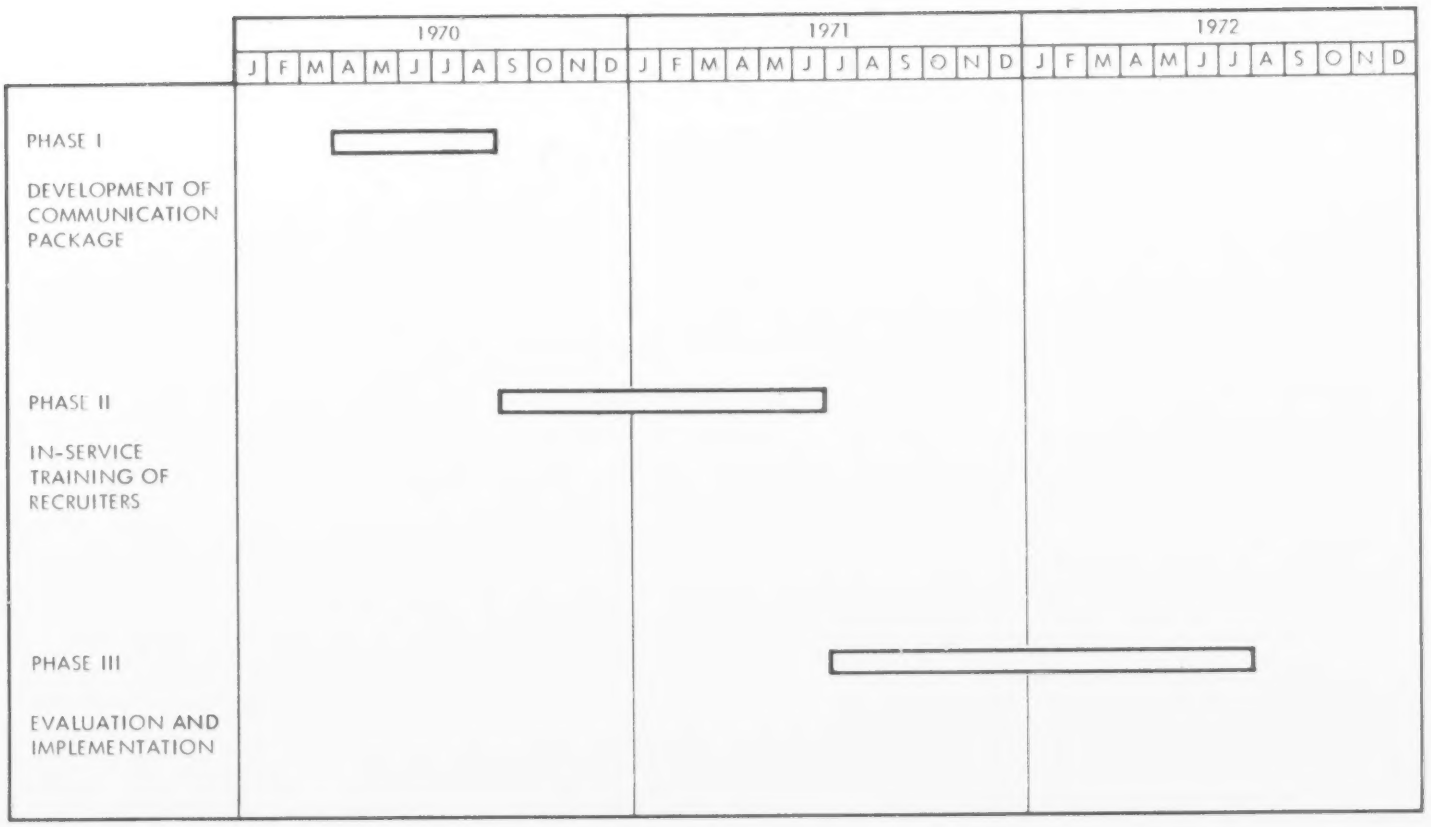
1. To provide in-service training to 60 selected recruiters.

2. To make individual contact with disadvantaged students through the recruiters.

3. To communicate the availability of educational opportunities to these individuals by means of recruiter counseling and the communication package developed in Phase I.

4. To enroll a substantial number of individuals in classes that will provide them with necessary job skills.

The objective of Phase III is to evaluate the results of Phases I and II and to draw conclusions that will assist educators and community leaders in solving the problems of communication and recruitment.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1971
1972
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PHASE I
DEVELOPMENT OF COMMUNICATION PACKAGE
PHASE II
IN-SERVICE TRAINING OF RECRUITERS
PHASE III
EVALUATION AND IMPLEMENTATION

Figure 1. Schedule of Communication and Recruitment Project

## PROJECT BACKGROUND

Because of its location, history, and curriculum, Compton College is well qualified to undertake the Communication and Recruitment Project.

Compton College serves the communities of Compton, Lynwood, Paramount, Enterprise, and Willowbrook. Some 241,000 people reside in this area, and the population is quite varied. Approximately 50 percent of the residents are Caucasian, 40 percent are Negro, and 9 percent are Mexican-American. Of the minority-group residents, approximately 75 percent live in the Compton/Willowbrook area. Unemployment in Compton/Willowbrook has been twice the national average for the past three years, and income by family is considerably below the national average.

Surveys have shown a wide divergence between the area's job opportunities and the actual employment of the residents. Although industry in the area employs approximately 78,355 persons, only 10 percent of the area's 78,000-member labor force works within the area. Further, of the community's labor force, slightly more than 6 percent work in professional, technical, and kindred occupations, although these jobs make up 16 percent of the area's employment. Similarly, only 6.5 percent of the community's workers are employed in clerical and kindred occupations, although 18 percent of the area's jobs are of a clerical nature.

This brief description of the area's population and employment situation strongly suggests the need for further education and training of area residents. The educational opportunities are available. Compton College has long been a pioneer in educational innovation and modification and is accredited by the Western Association of Schools and Colleges and approved by the University of California and the State Department of Education. In addition to the academic subjects offered by all community colleges, Compton offers an excellent selection of occupational education courses, all oriented toward preparing students for employment. Among these are accounting and computing, auto mechanics, clerical/stenographic, data processing, digital computer operation, electronics, engineering, fashion merchandising, industrial arts, machine technology, nursing, photography, printing, upholstery, and welding.

The immediate problem is one of communicating the availability of courses and convincing individuals of the need for education.

Compton College believes that the Communication and Recruitment Project will make an important contribution to the solution of this problem. It further believes that the recruitment methods and communication devices developed in the project will be of assistance to other communities with similar problems.

## PROJECT ORGANIZATION AND PERSONNEL

The relationship of the Communication and Recruitment Project to the Compton College organization is shown in Figure 2.

Roger Beam, Director of Occupational Education, Compton College, is responsible for the project. Phase I activities were carried out by Arthur D'Braunstein, Project Supervisor, who reported to Mr. Beam.

The individuals who served as advisors and consultants during Phase I are listed in Table 1, together with titles or occupations and school or business affiliations.

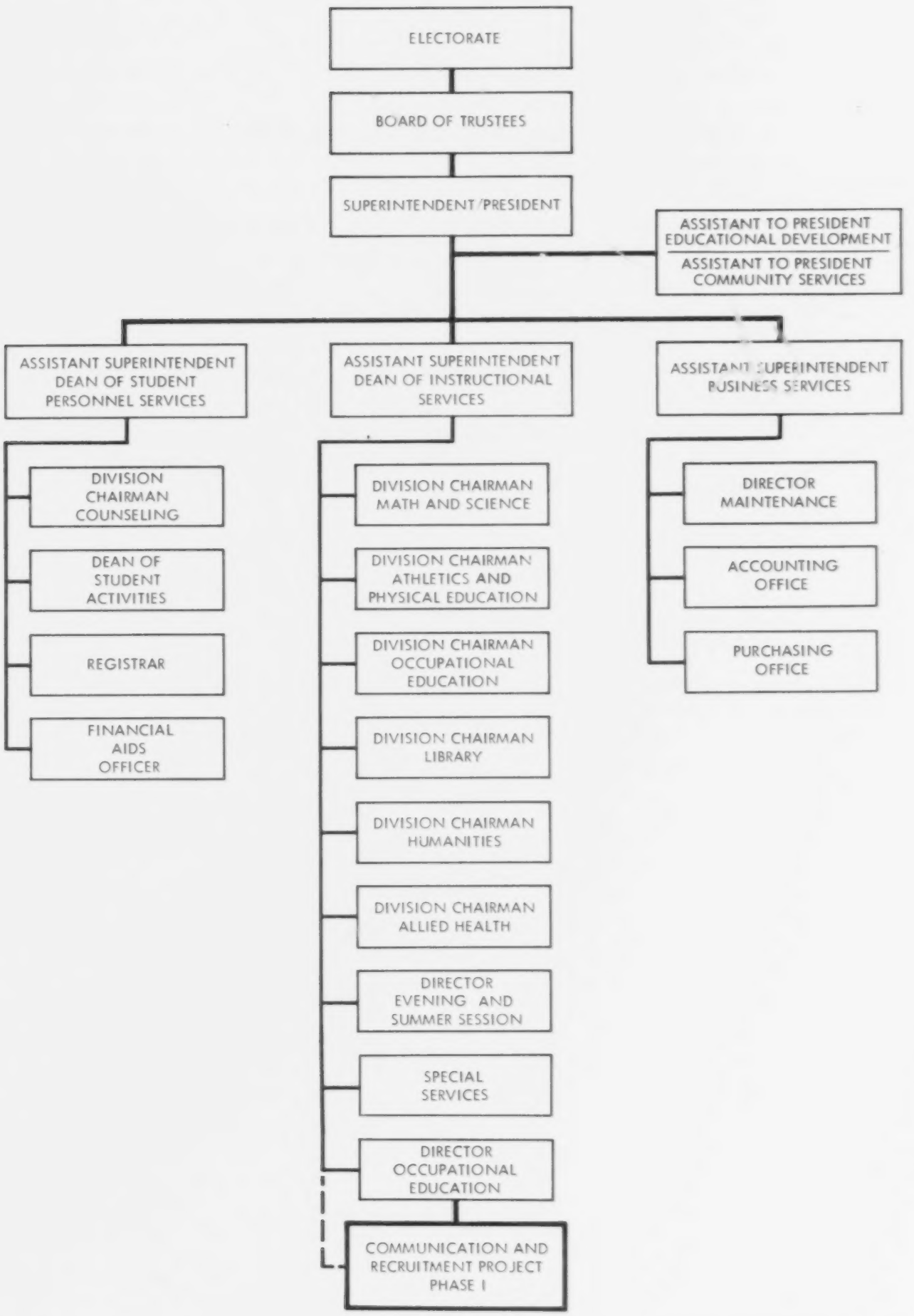


Figure 2. Relationship of Project to Compton College Organization

## Table 1. Advisors and Consultants for Phase I

| Name | Title or Occupation | Organization |
|---|---|---|
| | SCHOOL REPRESENTATIVES | |
| Abernathy, Cecil | Director, Occupational Education | Lynwood Unified Schools |
| Arquello, Anna | Student, MECHA | Compton College |
| Averill, Donald | Coordinator, Work Experience | Whittier Union High School |
| Bradford, Daniel | Student | Compton College |
| Bradley, John | Student | Compton College |
| Brown, Janell | Director | Dickerson School |
| Caldwell, Esther | Director | Compton Unified Schools |
| Chapman, Ronald | Administrative Intern (UCLA) | Compton College |
| Cruz, Grace | Student Advisor | Compton College |
| Epler, Stephen | Administrative Intern (UCLA) | Compton College |
| Evans, Virginia | Coordinator | California College of Commerce |
| Frishman, Harry | Director, Publications | Long Beach Unified Schools |
| Gardner, Marjorie | State Consultant | California Community Colleges |
| Grande, John | Dean of Instruction | Compton College |
| Landry, Don | Student Advisor | Compton College |
| Larson, Gaylord | Audio-Visual Presentations | Compton College |
| Marsoobian, Edward | Coordinator, Work Experience | California State College, Los Angeles |
| McCormack, Jim | Photographer | Compton College |
| Noble, Roy | Administrative Intern (UCLA) | Compton College |
| Oberlander, Fred | Management Consultant | Compton College |
| Shipman, Nate | WIN Coordinator | Compton College |
| Sykes, Abel | President | Compton College |
| Trujillo, Esther | Student | Compton College |
| Vernia, Thom | Principal | Lynwood Adult School |
| Williams, Norman | President | California College of Commerce |
| | INDUSTRY REPRESENTATIVES | |
| Adelson, Marvin | Director | Information Transfer Corporation |
| Anaya, Hank | Graphics Designer | North American Rockwell |
| Arnold, Jessie | Project Leader, Community Projects | North American Rockwell |
| Barton, Richard | Personnel Manager | Harvey Aluminum |
| Breckinridge, Margaret | Public Relations | Whittaker Corporation |
| Bright, Joyce | Airline Stewardess Instructor | United Airlines |
| Cady, Win | Writer, Promotional Publications | North American Rockwell |
| Carbett, J.H. | Manager, Labor Relations | McDonnell Douglas |
| Carruth, Vance | | Westair Flying Service |
| Christianson, Don | Public Affairs | Lockheed |
| Elkamp, Ralph | Security | McDonnell Douglas |
| Leggett, James | Public Relations | Pacific Telephone |
| Hunter, George | Industrial Relations | Whittaker Corporation |
| Pearsall, Richard | Director of Development | Control Data Corporation |
| Reinhardt, Jack | Supervisor, Design Graphics | North American Rockwell |
| Voight, Harold | Director, Personnel | Pacific Telephone |
| | OTHER | |
| Daniels, Bennie | Community Program Specialist | Martin Luther King, Jr., Hospital |
| Mustopich, George | HRD | Compton |
| Weeks, Clair | Communications Media | U.S. Government, AID |

## PHASE I ACTIVITIES

Phase I of the Communication and Recruitment Project began in April 1970 and was concluded in August 1970. This portion of the project had the following objectives:

1. To develop a unique, individualized approach to the recruitment of students, particularly the disadvantaged students of all ethnic groups.

2. To develop a communication package for use in student recruitment.

### DEVELOPMENT OF RECRUITMENT APPROACH

The following activities were undertaken to develop an effective approach to the recruitment of disadvantaged students:

1. An extensive literature survey was made, with emphasis on job-related problems of the disadvantaged.

2. The opinions of government and industry leaders were solicited.

3. Meetings were held with students and representatives of the community, industry, and public and private schools.

#### Literature Survey

The documents reviewed in the literature survey are listed in Appendix A of this report.

#### Opinions of Government and Industry Leaders

The opinions of government and industry leaders on the subjects of vocational education, communication, and recruitment are presented in Appendix B of this report.

#### Meetings

Throughout Phase I, meetings were held with community, industry, and school representatives. Those invited to attend the meetings were provided with a description of the project and its purpose. Summaries of these meetings are given in Appendix C of this report.

## DEVELOPMENT OF COMMUNICATION PACKAGE

The following activities were undertaken to develop a communication package that would prove an effective recruitment device:

1. Meetings were held with representatives of the community, industry, and public and private schools.

2. The catalogs and brochures of public and private schools were reviewed.

3. Data for use in the communication package were compiled and reviewed; appropriate data were selected.

4. Industry's assistance in preparing a recruiting brochure was solicited and received.

### Meetings

Throughout Phase I, meetings were held to gain cooperation and direction from community, industry, and school representatives. Those participating in the meetings provided information on the audience for the communication package and offered suggestions on brochure approach, content, and format. Summaries of these meetings are given in Appendix C of this report.

### Review of School Catalogs and Brochures

A review of public school catalogs revealed that most do not serve as effective communication and recruitment devices. In general, these catalogs are unattractive and contain little more than lists of courses and credits. For this reason, they do not invite the interest of those most in need of education and training. Further, many of these booklets are difficult to interpret, discouraging even those who may attempt to read them.

In contrast, the brochures of many private schools are colorful, attention-getting publications. Through photographs and illustrations, they invite interest and make education appear an attractive pursuit. Course descriptions are written in a manner that is easily understood.

### Compilation, Review, and Selection of Data

The purpose of the Communication and Recruitment Project is to develop a recruiting approach that can be used by all public and nonprofit private schools in communicating the availability of educational opportunities.

For this reason, the data-collection activity included an extensive study of the employment market, job opportunities, pay scales of occupations for which skilled workers will be needed, and schools within the Compton Community College district that offer training in these occupations.

Industry Assistance

A primary objective of Phase I meetings was to communicate the importance of the project to industry and to gain the cooperation of local industries. From this standpoint, the meetings were most successful.

The Space Division of North American Rockwell evidenced strong interest in the project, assigning members of its promotional publications department to write and design a recruiting brochure that would meet the objectives of Phase I. Both the writer and designer had extensive experience in preparation of promotional brochures.

McDonnell Douglas, Harvey Aluminum, and Lockheed also cooperated in brochure preparation by providing photographs of employees using vocational skills on the job. Westair Flying Service contributed to the brochure by providing aerial photographs of Compton College. Pacific Telephone and Control Data Corporation contributed recruitment data.

## PHASE I RESULTS

Activities conducted during Phase I of the Communication and Recruitment Project produced the following results:

1. Development of a unique, individualized approach to the recruitment of students, particularly the disadvantaged students of all ethnic groups

2. Development of a prototype communication package that can be used in student recruitment

   a. Recruiting brochure

   b. Audio-visual aids

3. Completion of a project report

### RECRUITMENT APPROACH

The information gained during Phase I indicated that disadvantaged students can be recruited more effectively through an individualized approach. The approach recommended would require in-service training of selected recruiters. For proper rapport between recruiters and students, the recruiting team should include representatives of various ethnic groups, the percentage of each to be determined by the population of the community in which recruitment is performed. For the most part, recruiters should be students of local schools. However, the team should also include adults from the community and perhaps senior citizens.

Following special training, the recruiters would be given the names of individuals who should be encouraged to obtain additional education—those who have dropped out of school and those still in school who do not plan to continue their education. The recruiters would make personal visits to the homes of these individuals, explain the advantages of further education and training, and provide educational counseling. Each recruiter would make use of a specially prepared recruiting brochure and visual aids. The brochure would be left with the prospective student upon conclusion of the interview.

COMMUNICATION PACKAGE

Recruiting Brochure

Decisions regarding the content and format of the recruiting brochure were based upon information gained by the following means:

1. Meetings with community, school, and industry representatives

2. Review of public and private school catalogs and brochures

3. Investigation of the employment market and job opportunities, pay scales and benefits of occupations for which skilled workers will be needed, vocational training available at public and private schools, etc.

4. Consultation with North American Rockwell's promotional publications personnel

The information gained from these sources indicated that the recruiting brochure should not attempt to provide a detailed index of courses. The appearance, length, and complexity of detailed catalogs defeats the purpose of the Communication and Recruitment Project. Further, since the brochure is to be used by recruiters, it need not answer all of the reader's questions regarding schools, classes, employment opportunities, etc. Rather, it should convince the reader of the importance of education and job skills, communicate the availability of the necessary training, and encourage him to avail himself of this training. It should also be based largely on employment areas in which there is a reasonable certainty of continuing job opportunity. An effective recruiting brochure should also meet the following criteria:

1. The brochure should be limited in length, because individuals in need of additional education are usually discouraged by lengthy documents.

2. The overall appearance should invite attention and interest.

3. The text should be written in a friendly, informal style and be understandable to those who may have reading difficulties.

4. The text should be supported by a relatively large number of attractive, realistic photographs showing individuals with whom the reader can relate.

5. The brochure should be designed to keep printing costs at a reasonable level.

The prototype recruiting brochure prepared and published during Phase I of the Communication and Recruitment Project meets the above criteria. Although the brochure's effectiveness cannot be demonstrated and evaluated until Phases II and III, it has received highly favorable comments from all who reviewed it. It also won the Consolidated Paper Company's quarterly award of recognition for graphics excellence.

A copy of the prototype recruiting brochure is furnished with this report.

Audio-Visual Aids

Audio-visual aids have proven to be an effective communication device in both education and industry. Audio-visual aids, therefore, were prepared for inclusion in the communication package. Like the brochure, they will be used by recruiters in personal interviews with prospective students.

Each audio-visual device is a slide/taped-narrative combination (3M Sound-on-Slide System, Model 525). Approximately 118 such aids were prepared during Phase I. Some 20 of these are of an introductory nature, describing Compton College and its facilities. The remainder deal with specific Compton College departments and services. Approximately five slides are devoted to each subject.

The Phase I communication package includes slide/sound groups for the following Compton College courses:

1. Airline stewardess
2. Auto mechanics
3. Business
4. Data processing
5. Electronics
6. Home economics
7. Machine technology
8. Management supervision
9. Nursing
10. Photography

11. Police science

12. Printing

13. Recreation

Groups of audio-visual aids describing the following Compton College services were also prepared during Phase I:

1. Counseling

2. Enrollment

3. Financial aid

4. Project HOPE

5. Remedial reading

6. Work employment

The work employment slides show Compton College-trained individuals in on-the-job situations. On the accompanying tapes, the individuals explain their jobs, the skills required, and the need for education.

The introductory audio-visual aids will be shown to all prospective students. After the recruiter has ascertained the student's needs and vocational preferences, he will show groups of slides relating to these needs and preferences.

Since slides can be replaced and new narration recorded on the tape, the audio-visual aids can be kept up-to-date.

## APPENDIX A. LITERATURE SURVEY*


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## APPENDIX B. COMMENTS OF GOVERNMENT AND INDUSTRY LEADERS

During Phase I, the opinions of government and industry leaders were solicited. This appendix includes some of the comments received.

"Significant progress by the community colleges has been made in the crucial area of vocational and technical education. Compton College has shown imagination, leadership, and dedication in meeting its responsibility to the many among our youth who have interest and potential talent in technical fields.

"My congratulations and best wishes to Compton College for meeting a challenge which holds so much promise for students of the widest variety of backgrounds."

Ronald Reagan
Governor
State of California

"California Community Colleges maintain an open door for all students regardless of age, race, color, or creed. Yet, do potential students know of this open door to occupational preparation? Do they have knowledge of the vast number of occupations for which training is offered? Even more serious, many may not understand how to enroll in a Community College.

"No longer can Community Colleges wait for students to come to them. They must seek out students of all levels of ability—disadvantaged as well as advantaged—to be a truly Community College.

"Compton College's recognition of the communication gap is commendable. Only when the college is communicating with its community can the story be told. The resulting dialogue can only lead to effective recruitment programs."

Sidney W. Brossman
Chancellor
California Community Colleges

"The presence of extensive and excellent capabilities for Vocational Education in our California community colleges is stipulated. However, for those who—for any reason—do not take advantage of such career preparation opportunities, such capabilities might as well not exist! Our priority task, throughout the state, is to enroll thousands and thousands of youth and adults who have not yet been served by Vocational Education—and whose need for occupational preparation is of crucial importance to them and to our economy. Compton College is commended for its extra emphasis upon recruitment."

Wesley P. Smith
State Director
Vocational Education

"Today's high technology manufacturing efforts, particularly in the space and high-speed aircraft programs, demand a team approach, a close cooperation between the scientist and the technician, the engineer and the machine operator.

"Any vocational project that will seek out young recruits and encourage them to start on the paths leading to eventual participation in these exciting high-technology team efforts deserves the greatest encouragement."

Robert Anderson
President and Chief Operating Officer
North American Rockwell Corporation

"Meeting the national needs of a skilled labor work force in the decade ahead is without question one of the most important national priorities. The technical revolution to which we have been witness compels us to work more systematically in the cultivation of dignified vocational skills which are both socially necessary and personally rewarding.

"Your efforts to expand vocational education in the public schools and communities more widely throughout our society is highly commendable. I wish you the best of luck."

Robert H. Finch
Former Secretary of Health,
Education, and Welfare

"It has been brought to my attention that a booklet is being prepared as a part of the introductory material to be used for personal and career benefits of vocational education. It is a personal privilege for me to be a part of this publication and to express my thanks and appreciation to Compton College and its administration in making such a program possible.

"For many years it has been apparent to people in public life and those who serve in educational fields that a need exists for many of our young people and also the adults of our society to be trained and retrained in order to provide the skills for business and industry and the service trades needed in our community.

"There is no question that a college education is desirable. However, everyone cannot work as a doctor, nor a lawyer, nor a dentist, nor an engineer. In our society today there is a tremendous demand for automobile mechanics, for electricians, for plumbers, for carpenters, for plasterers, for the service trades that require the attention of men and women who can work with their hands and who will be skilled in this field in order to provide the demands of our society today. Many of these jobs pay well for those who are skilled and willing to work. The formal training that is necessary in the laboratory and the shop and the classroom must provide the foundation for these skills.

"I would suggest that we reinstate the blue collar worker and the man who works on the production line in the factory, or in the service trade, or in any of the many mechanical fields; reinstate these activities as noble and worthy of the very best that is in our society. As this is done, all of us can look with honor and satisfaction upon the work that is done by people who use their hands as well as their minds in the productive capacity of our industrial society."

Del Clawson
Member of Congress
Congress of the United States

"I was delighted when I learned that Compton College was initiating an imaginative program extending the vocational education opportunities to the disadvantaged groups in the community. The benefits of such a program are far-reaching and will stimulate great achievement not only for the community but for the individual involved.

"Expansion of the vocational segment of our education process is a vital step toward realistically solving many of our urban problems. I not only commend the college for its ambitious program in this field, but I also commend those individuals who will be taking the most important step of their lives when they take advantage of the opportunities of this program."

Burton W. Chace
Supervisor, Fourth District
County of Los Angeles

"Years ago the concept of vocational education was limited to agricultural or mechanical courses. We have recently realized that vocational education is much more than this, and necessarily includes preparation for vocations that could properly be thought of as semi-professional or even as preparatory positions for entrance into professional positions.

"I have enthusiastically supported these new developments and shall continue to do so. I recognize that our community colleges, such as Compton, are truly the key educational institutions in these programs. I recognize also that this type of education is especially advantageous to youth and adults in minority and disadvantaged groups in our society.

"For these reasons, and many more, I am proud to join with other concerned citizens in commending Compton College for a job well done. I urge all residents of this school district to take advantage of the extensive offerings made available by Compton College."

Glenn M. Anderson
Member of Congress
Congress of the United States

"Vocational and technical training is an important part of education that is closely related to the social and economic development of an individual, the community and the state. Planned and managed wisely, it can make a significant contribution to the alleviation of problems that arise from the hopelessness and despair of many persons presently in a number of segments of our population. Promise is inherent in vocational education. Realization of its potential, and the attendant benefits of social, economic and cultural improvements for individuals and society are its challenge.

"Unfortunately, the majority of students move into the world of work without adequate occupational preparation. About 60 out of every 100 students entering fifth grade leave school without sufficient vocational education. Only 11% of high school boys and 33% of the girls are in vocational courses. Typically, 25-70% of the entering junior college students leave classes before the second semester of the first year. Currently, about 15% of the students entering the fifth grade will finish a four year college program. This leaves over 80% of the students who will need occupational preparation in the high schools and community colleges.

"There is a clear need to make vocational education programs widely available. There is also a need to recruit and train on a large scale so that the benefits of education may be realized for all individuals and for society."

Joseph M. Kennick
California State Senator

"The continuing coexistence in the United States of unemployment and job vacancies suggests a chronic deficiency in the supply and demand aspects of manpower. A close scrutiny of the problem reveals a large portion of academically-educated school dropouts and graduates among the unemployed who do not have the ability to get and to hold down a job. Clearly, the need is for early vocational guidance and for vocational education integrated into the school curriculum. Vocational education exposures are vitally necessary

for most students in our technically-oriented society so that career decisions can be based, not on hearsay and subjective impressions, but on a direct comparison of academic and vocational experiences. If we had the benefits of good vocational education years ago, we would have fewer unemploying, misplaced, and underemployed people in our nation today."

Karl R. Kunze
Division Manager
Training and Development
Lockheed-California Company

# APPENDIX C. PHASE I MEETINGS

This appendix includes a brief summary of meetings held with community, industry, and school representatives during Phase I of the Communication and Recruitment Project. Included are meeting dates, location, principal speakers, and participants.

DATE: 27 May 1970

LOCATION: Compton College

PRINCIPAL SPEAKERS

Roger Beam, Director of Occupational Education, Compton College
Arthur D'Braunstein, Project Supervisor, Communication and Recruitment Project
Marjorie Gardner, State Consultant, California Community Colleges

PARTICIPANTS

School Representatives

Anna Arquello, Student, MECHA, Compton College
Esther Caldwell, Director, Compton Unified Schools
Grace Cruz, Student Advisor, Compton College
Virginia Evans, Coordinator, California College of Commerce
Rosemary Lentz, Evening Division, California College of Commerce
Edward Marsoobian, Coordinator of Work Experience, California State College, Los Angeles
Sister Carrol Regina, Teacher, Our Lady of Rosary School
Dr. Williams Schleibaum, Dean of Student Personnel, Compton College
Nate Shipman, WIN Coordinator, Compton College
Abel Sykes, President, Compton College
Esther Trujillo, Student Advisor, Compton College
Norman Williams, President, California College of Commerce
Don Yowell, Assistant to the Dean, Night School, Compton College

Industry Representatives

Richard Barton, Personnel Manager, Harvey Aluminum
Don Christianson, Public Affairs, Lockheed
Richard Pearsall, Director of Development, Control Data Corporation

Other

Clair Weeks, Communications Media, U.S. Government, AID

DATE: 4 June 1970

LOCATION: Compton College

PRINCIPAL SPEAKERS:

Rober D. Beam, Director of Occupational Education, Compton College
Arthur D'Braunstein, Project Supervisor, Communication and Recruitment Project
Clair Weeks, Communications Media, U.S. Government, AID

PARTICIPANTS

Anna Arquello, Student, MECHA, Compton College
John Bradley, Student, Compton College
Grace Cruz, Student Advisor, Compton College
Bessie Fields, Student, Compton College
Eddie Garcia, Student, Compton College
Charles Haywood, Student, Compton College
Frances Jackson, Student, Compton College
Beverly Keller, Student, Compton College
Betty Robinson, Student, Compton College
Esther Trujillo, Student, Compton College

DATE: 18 June 1970

LOCATION: Compton College

PRINCIPAL SPEAKER

Jessie Arnold, Project Leader, Community Projects,
North American Rockwell

PARTICIPANTS

Roger D. Beam, Director of Occupational Education, Compton College
Arthur D'Braunstein, Project Supervisor, Communication and
Recruitment Project
Bennie Daniels, Community Program Specialist, Martin Luther
King, Jr., Hospital
Clair Weeks, Communications Media, U.S. Government, AID

DATE: 12 August 1970

LOCATION: Compton College

PRINCIPAL SPEAKERS

Roger Beam, Director of Occupational Education, Compton College
Arthur D'Braunstein, Project Supervisor, Communication and Recruitment Project
Gaylord Larson, Audio-Visual Presentations, Compton College
Dr. William Schleibaum, Dean of Student Personnel, Compton College
Abel Sykes, President, Compton College
Clair Weeks, Communications Media, U.S. Government, AID

PARTICIPANTS

School Representatives

Cecil Abernathy, Director, Occupational Education, Lynwood Unified Schools
Anna Arquello, Student, MECHA, Compton College
Donald Averill, Coordinator, Work Experience, Whittier Union High School
John Bradley, Student, Compton College
Esther Caldwell, Director, Compton Unified Schools
Ronald Chapman, Administrative Intern (UCLA), Compton College
Frances Cullen, Dean of Student Activities, Compton College
Stephen Epler, Administrative Intern (UCLA), Compton College
Edward Marsoobian, Coordinator, Work Experience, California State College, Los Angeles
Ray Noble, Administrative Intern (UCLA), Compton College
Esther Trujillo, Student, Compton College
Thom Vernia, Principal, Lynwood Adult School

Industry Representatives

Marvin Adelson, Director, Information Transfer Corporation
Hank Anaya, Graphics Designer, North American Rockwell
Richard Barton, Personnel Manager, Harvey Aluminum
J.H. Carbett, Manager, Labor Relations, McDonnell Douglas
J. Eichenger, Compton Community Savings and Loan Association
Richard Pearsall, Director of Development, Control Data Corporation
Jack Reinhardt, Design Graphics Supervisor, North American Rockwell
C. Willis, Compton Community Savings and Loan Association